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A History of Greece for High Schools and Academies. By G. W. BOTSFORD, Ph. D. Pp. xiii, 381. Price, \$1.10. New York: Macmillan Company, 1899.

To write an adequate Greek history for schools is not easy: the successes have been few. The reason is perhaps not far to seek. There was no Greek nation in the modern sense, or even in the sense in which we speak of the Roman nation. It was a number of political units, each, to a superficial glance, going largely its own way. Such confederacies as were formed never became welded together into a substantial political unity, either under the influence of a common purpose, or under pressure of a dominant member. Even as a geographical designation the name Greece is to the modern mind misleading: wherever a Greek colony planted its feet, that was to the ancient mind a part of Hellas, and remained so as long as the colony maintained itself. And all the vicissitudes through which these sometimes remote and comparatively insignificant towns passed, belonged properly to the history of the people. It is true that the interest centres in Athens and Sparta as the heads of rival confederacies and the representatives of opposing political principles; but the Peloponnesian war and the complications that followed its conclusion, with the mass of their petty battles and often resultless victories, are apt to seem but a hurly burly, resulting in nothing better than a condition of general exhaustion.

And yet there is a history of the Greek people which is worth the telling. There was a Greek civilization, whatever variety we may seem to find in the individual expressions of it; and the Greeks were perfectly conscious of this themselves. The sharp line they drew between Greek and non-Greek is proof sufficient of this.

It is this history of the Greek people that Dr. Botsford has attempted to set forth in his book. In the introduction, styled the "Mission of the Book" stands this sentence: "It is far more profitable to learn the character and achievements of the great men, whatever their field of activity, to follow the development of the social and political life, and to enter into the spirit of civilization;" more important, that is, than to learn all the details of their battles, sieges and political rivalries. The ideal is a high one and Dr. Botsford has spared no pains to realize it. He has everywhere given a foremost place to the social, political, literary and artistic sides of Greek civilization, and set them forth in adequate detail; while in the manifold wars amongst themselves and with the common foe he has been careful to give just enough to make the course of events clear and to put the causes and meaning of the conflicts in a proper light. But it is not so much in the selection of particulars as in the manner of the narration itself

that his chief merit lies. He has told his tale in a straightforward, simple style that must prove taking to the mind of the schoolboy; and he has from time to time worked in translations from passages of the ancient Greek authors, poets, historians and orators alike. This gives one the feeling that we are listening to the Greeks telling their own story; we get the events and conditions from their point of view and can appreciate them so much more accurately. My own experience convinces me that nothing so well interprets to a class the facts of Greek history as the Greeks' own description of them, or reflections upon them.

Further, and as a result indeed of this, the book is not only clear; the boy can not only read it without an uncomfortable sense that he is losing his way in a labyrinth, but he can read it with positive pleasure. It is a book too that will keep, and that one would like to keep; a great quality this in a schoolbook.

There are numerous excellent illustrations, maps, views and reproductions of works of Greek art, with bibliographies appended to each chapter. Some features in the book might be questioned. Advanced views regarding the Homeric question, the Dorian invasion, the personality of Lycurgus seem like the strong meat that is better adapted to older minds; but these are questions of judgment that do not seriously affect the book. In the interest of the pupils it is to be hoped that many schools will use this history of Greece.

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The Philadelphia Negro: A Social Study. By W. E. BURGHARDT DU BOIS, Ph. D. Pp. xx, 423. Price, paper, \$2.00; cloth, \$2.50. Philadelphia: Publications of the University of Pennsylvania, 1899.

Sociology demands of its students a thorough and critical examination of facts. Our various "Negro problems" have given rise to a mass of loose writing, which has been lamentably lacking in such research, and which has proceeded largely on conjecture and personal bias, figures being quoted to prove a given theory rather than as a basis of induction. Dr. Du Bois' study is exceptional and scholarly, and seems to realize his ideal of seeking the truth in the "heart quality of fairness." It presents the results of a fifteen months' inquiry during 1896 and 1897 into the condition of the forty thousand or more Negroes in Philadelphia. This inquiry was conducted under the auspices of the University of Pennsylvania, at the instigation of Miss Susan P. Wharton and Dr. Charles C. Harrison, and under the direct advice of Professor S. M. Lindsay. The study is based largely on the results